

NINETEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF SWAMPSCOTT,
FOR THE
YEAR ENDING FEBRUARY 28, 1871.

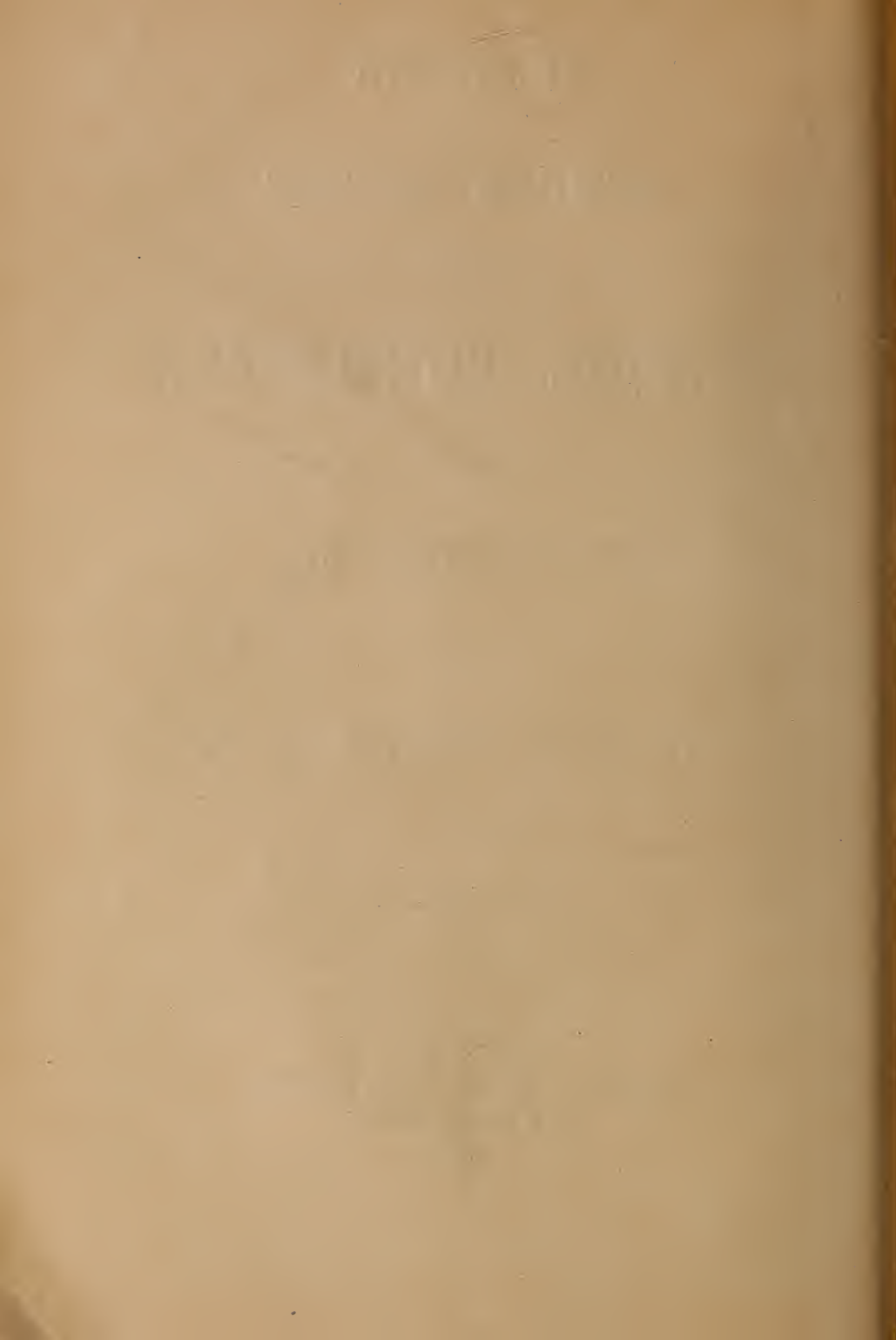
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SCHOOL REPORT.

There is no department of our town affairs that should be more closely watched, or more generously supported, than that of the school. On it depends, to a great extent, our prosperity, and the kind of citizens we must produce for the next generation. Every citizen is deeply interested, whether he has children to educate or not. The value of his property will be affected by the character of our schools, as well as the good name and morality of the town. But the greatest interests at stake are those of the children. Their school days are laying for them the foundations of after life, and very much of that life must depend on the training they receive.

The greater the advantages a child has, the more apt it is to become useful in after life. It has been said if there is anything in one it will come out, independent of early training. But this is true only of exceptional cases. The great majority must have help to bring out what is in them. They must be stimulated by the teacher, and instructed in the use of their

powers. Again, the great majority of our children must be instructed for a business life. They need an education that will help them in practical affairs. The brain must help the hand, to give the highest success. Every child ought to be made capable of conducting business.

There is no one thing that will prevent pauperism and crime so effectually as a good, practical education. And the more this is realized, the more willing will people become to support good schools. It is better to pay for keeping a child in school than either in the poor-house or jail; and if we give to all our children a good education, there need be no occasion in this country of their occupying either. Our system of popular education lies at the very foundation of our national existence, and it is only as the one is maintained that the other can stand. When neglect or a narrow policy is pursued towards the one, the other will soon become the most degrading of all tyrannies, —a government with the name of republic, managed in the interests of a few intriguing politicians.

Education is the demand of the times, —not so much the higher education, although there is none too much of that, as the education that our common schools afford,—such an education as puts the cue into one's hand, which he may follow to the higher walks of learning, or to success in business, whether in the counting-room, on the farm, or in the workshop.

In other words, such an education as makes a man intelligent; able both to think and act for himself. Such an education it is the function of our schools to impart; and that they may be efficient in accomplishing this end, the Committee ask that they may have the earnest support of the people in all that pertains to the good of the schools. It is an impossibility to obtain the highest efficiency in our school system, while a great many of the citizens are indifferent or hostile to the efforts of the teachers and Committee. Good schools must have the co-operation of parents. No teacher can do very much for a child while the home influence is opposed to that of the school. Both as to discipline and scholarship, the parent must co-operate with the teacher to secure the highest good of the child.

If our schools, then, are to be truly efficient, the parent must be deeply interested in them, and as far as possible sustain the teacher in his duties. It is a well known fact that the children who have the sympathy of parents, when they have been disorderly or punished in school, soon become very troublesome, and do much to hinder those who are disposed to be studious, while those who receive no sympathy at home for their misdeeds, or deserved punishment, very seldom give much trouble. If parents would heartily second the efforts of teachers in the proper discipline of their children at school, many of the difficult problems in

regard to punishment would be easily solved. The same thing may be also said of the studies; to secure the best results in scholarship, parents must be interested in the advancement of their children. A child will accomplish more when it feels that its parents are anxious about it. They can often speak an encouraging word, and by their frequent inquiries give a stimulus to earnest effort that nothing else can. When teachers and parents thus work harmoniously together, our schools will become more and more efficient, and no child need be without a good education; but if each parent, instead of supporting the teachers and regulations of the Committee, insist of having the schools regulated according to their ideas, and withdraw all their sympathy until they are, then we can hope only for an inferior grade of schools, and a very low standard of scholarship.

The Committee think our schools are now on a good basis, and that they are working in the right direction. The scholarship and discipline will compare well with other schools of similar grade, yet there is much room for improvement; and while they recognize the interests of many of the parents in the schools, they still think there is a lack of co-operation on the part of some, and not that general interest they would like to see. Parents should be in the school-room at other times than on the days of public examination. Their pres-

ence there often would stimulate both teacher and scholar, and add very much to the efficiency of the schools. Our schools will be just such as the people make them ; they are the creatures of the public will, and can never rise much above nor sink far below it. Then whatever of success pertains to them as a whole must ever depend on the enlightened public sentiment that supports them.

The schools are in your hands, fellow-citizens, and the responsibility of their conduct must ultimately rest upon you. All that the Committee can do is to carry out your will. This has been their endeavor ; and believing that it has been your desire to have our schools rank as high as possible, they have labored to the best of their ability to secure this end.

CONDITION OF THE SCHOOLS.

The schools, upon the whole, have been prosperous during the year, and a steady advance has been made. The teachers have attended faithfully to their duties, and the scholars for the most part have complied promptly with the regulations. But there are certain disadvantages under which our schools are laboring, which greatly cripple their efficiency. One of these evils is irregularity in attendance. It has been the endeavor of the Committee, during the last year, to correct this fault, but they have failed through a lack

of co-operation on the part of the parents. This is really one of the greatest difficulties with which they have to contend, and they feel that some parents do not sufficiently realize the injury, both to their own and other's children, that results from this negligence. While the Committee know that many parents fully appreciate the importance of regular attendance, and have done all in their power to assist them, on the other hand many seem to be indifferent to the subject, or determined to consult their own feelings, regardless of the general good. In the discharge of their duty, the Committee have found in some instances decided opposition, the parents feeling that it concerned themselves alone, whether their children were regularly at school or not. This is all wrong, and the Committee would call the attention of those interested to it, in order that a right public sentiment be created on the subject, as it is impossible to accomplish much in the way of reform here, unless the sentiment of the town is decidedly in favor of it.

Every child that is irregular is a drag upon the school, for he is not only losing his own time, but he is infringing upon the rights of others. The time of the teacher must be given to him in order that he may be able to go on in his class; thus he is taking the time that should be devoted to the general advantage. It is evident that every parent who has a child in school is interested in this matter, and the Committee ask

that they lend their influence to correct this evil. The great majority of absences can hardly be considered as necessary; if a little forethought is used there need be no excuse. If a boy or girl is at work in a store or shop, they are sure to be in their places every day; they would soon lose their places if they were not. Now school is surely as important a place as the store or shop, and there is no more reason for irregularity in the one case than in the other. Let us have earnest co-operation in this matter, and the marred records of our school-rooms will soon present a different appearance.

Another injurious influence is found in the fact that many parents are not willing their children should be put in the classes in which they belong, but are anxious to crowd them forward into the higher classes, without adequate preparation. The result is that the scholar soon gets beyond his depth, and his best interests sacrificed, the class retarded, and the general scholarship lowered. A scholar gains but little in going on in classes for which he is poorly fitted. The foundation must be laid securely if the superstructure is to stand. So it is in education—the child must understand the first steps before he can understand the second. In other respects the year has been one of profit to the scholars, and some have advanced rapidly, doing credit to themselves and others.

GRAMMAR SCHOOL.

P. C. Porter, A. M., Principal. Miss Clara W. Woodbury, Assistant. Examination, Feb. 24th, 1871.

This School has been very full during most of the year. Several new desks have been put in by the Committee, to accommodate the scholars. It has been a year of hard work, both for teachers and scholars, and, on the whole, the work has been thorough. Two of the difficulties with which teachers have to contend in this school are, first, that there are too many classes, and second, that there is too great a diversity in the scholarship of the pupils of the same class; and the Committee find that neither of them can be very well remedied at present. It will be perceived at once that a teacher cannot devote so much time to explanation and drill, where he has three classes to instruct, as where he has but one, or at most two. In the larger towns around us, no teacher is expected in the Grammar schools to have more than two classes under his control, and in the most efficient schools they have but one. Owing to the fact that we have no High School in town, and many of the scholars wish to pursue their studies farther than the Grammar School course, it has been necessary to establish an advance class, which must necessarily draw upon the time of the teachers.

The diversity of scholarship among the pupils of

the same class cannot be entirely overcome, as there are not scholars enough in town to make a thorough grade. So that we must allow even those who are deficient to go on, and have the teachers do the best they can with them. It will be seen that this must have a tendency to lower the general grade of the school in respect to scholarship; yet, notwithstanding these drawbacks, the school has made a creditable appearance, and the recitations and examinations show that the teachers have been earnest and successful in their endeavors to assist and develop the pupils.

Mr. Porter's method has been to require an accurate memorizing of the lessons, and then that the reasoning powers be applied to a perfect understanding of the principles, thus, at the same time, strengthening the memory and developing the reasoning powers; so that the child is taught to think independently, and apprehend principles, as well as to acquire facts. The Committee are satisfied that Mr. Porter's method is the right one, and that he has been very successful in developing so good a scholarship under many diverse circumstances.

At the end of the Summer Term, Miss SARAH A. VINTON, failing to give satisfaction to many of the parents, resigned her position as Assistant in the Grammar School. The Committee felt that in her resignation they had lost a good teacher, as they considered her very efficient in her instruction and

discipline. At the beginning of the Fall Term, Miss CLARA W. WOODBURY was transferred from the West End School to the position of Assistant in the Grammar School, and has proved herself well qualified for the position. She has fully met the expectations of the Committee, and maintained the standing of the school.

The advantage of teaching music is fully demonstrated, and has been one of the successful features of this school during the year.

INTERMEDIATE SCHOOL.

Mrs. Hattie Blaney, Teacher. Examination, February 23rd, 1871, P. M.

This school has not changed much during the year. It is the only thoroughly graded Intermediate School in town, and is consequently the most efficient. The Committee have regretted very much the enfeebled health of Mrs. Blaney, who is one of our oldest and most successful teachers, and they are in hopes her health may be fully restored.

WEST END SCHOOL.

Miss Mary E. Boynton, Teacher. Examination, February 20th, 1871, P. M.

Miss Boynton was transferred from the Farm School to this at the beginning of the Fall Term, and she

has acquitted herself with credit. The Farm is the smallest and this is the largest school in town under one teacher; but she has been very successful, both in her discipline and method of instruction. Miss Boynton is one of our youngest teachers, and the Committee are very much gratified at her success.

BEACH SCHOOL.

Miss Ellen Ledyard, Teacher. Examination, February 21st, 1871, P. M.

Miss Ledyard has fully maintained her reputation, and done good work in her school during the year. It has moved on so quietly, and with so little friction, that considerable trouble has been spared the Committee. Let the parents who are interested earnestly support the teacher, and this school need be second to none in town.

FARM SCHOOL.

Miss Clara Colcord, Teacher. Examination, February 23rd, 1871, A. M.

This school has been under the care of Miss Colcord two terms; during this time she has demonstrated her ability to teach, and promises to become one of our first-class teachers. The school has been somewhat interrupted this year by sickness, and on

account of the severe storms that have occurred during the winter.

PRIMARY SCHOOL.

Miss Marietta B. Nowell, Teacher. Examination, February 21st, 1871, A. M.

This school has been quite full during the year, and the little folks have kept the teacher busy. It has moved on very smoothly, and has done its work well. Miss Nowell seems to be well adapted to her school, as she gets on so finely. The children did nicely in their examination, and the citizens present were very much gratified at the way in which they performed their several parts.

REPAIRS.

The Committee have made some repairs on all the school-houses during the year. The Grammar School building, West End and Beach school-houses have been repainted, and furnished with tablet black-boards, which has been a very great improvement. The Beach School has been partially re-seated, which makes its seats uniform.

The Farms School-House has been entirely refitted with chairs and double desks, the blackboards tableted, and a coal-house built. These repairs were very much needed, and have added much to the comfort and usefulness of the houses.

REPAIRS NEEDED.

There are some expenditures still needed on the school-houses before they will be up to the requirements.

First, the Grammar School building should be furnished with furnaces, or steam apparatus. The present mode of heating the house is very defective, and injurious to the health of the children. The Committee have been obliged to put up two new stoves in order to heat the house sufficiently. The Committee made inquiry about furnaces last Summer, with the intention of placing them in; but they found that one would not be sufficient to heat the building, and as their appropriation was not sufficient for two, they thought it best to defer it until town meeting, that the town might take action upon the subject, and if deemed expedient, make such an appropriation as will allow the Committee to have the house heated either by furnaces or steam.

Second, There is much need of a better system of ventilation. The only means now employed is lowering or raising the windows, which is very dangerous to those who sit near them. On the other hand, if they are not opened, the air soon becomes very bad, and is decidedly injurious to health. It is estimated that a man destroys seven cubic feet of air every minute, and in order that the functions of the body

be performed, fresh air to this amount must be supplied. When the air is expelled from the lungs it contains four or five per cent. of carbonic acid gas, but when it contains more than three per cent. of this gas, it is unfit to be breathed. Now if you confine forty or fifty children in a room, it must be very large, or the air must soon be vitiated, and become unwholesome. But it is not only the carbonic acid gas that is injurious. The lungs are continually throwing off effete matter from the system, which mingles with the air, helping very much to deteriorate it. No one would drink impure water, or eat unclean food, yet in every crowded room we take into our lungs air loaded with the filth that is being thrown off from the body; and we compel our children to sit from three hours to three hours and a half in just such an atmosphere, in order to save the expense of proper ventilation, by which this bad air may be carried off, and pure air put in its place. Pure air is as necessary as pure water, and every school-room should be provided with means for its abundant supply. Scholars cannot do much where the air is bad; they become sleepy and stupid, and entirely unfit for study. Good air is as essential to scholarship as brains, and the architect who can give a thorough ventilation to the school-room is doing one of the noblest works for the cause of education. The Committee wish to call special attention to this matter, as they think it will be neces-

sary to make some improvements in the ventilation of the school buildings.

The Committee think if these suggestions in regard to the improvements mentioned above are acted upon, that the building will be better adapted to school purposes, and their accommodations for the present be all that can be desired.

The Committee feel that they have had much to encourage them in their labors during the year, and that there is a growing sentiment among the people in favor of securing for our children every educational advantage possible. This sentiment should be fostered, for on it depends the success of our schools, and to a great extent the prosperity of our town. Then let each one lend his influence in favor of sound education, and our town will not only be renowned for the beauty of her scenery, and purity of her air, but also for the education, refinement and intelligence of her sons and daughters.

And with grateful hearts for past mercies, let us return thanks to the God of our fathers, and implore His blessing, that it may rest upon our children, as they are being fitted to take their places in the world.

Very truly yours,

WM. B. CHASE,	}	<i>Committee.</i>
JOHN THOMSON,		
JOHN H. CROSMAN,		

COURSE OF STUDY.

PRIMARY SCHOOLS.

Reading.—Through Hillard's Third Reader.

Arithmetic.—Through Walton's Primary.

Geography.—Forty pages of Hill's Our World.

INTERMEDIATE SCHOOLS.

Reading.—Hillard's Fourth, and half of Intermediate.

Arithmetic.—Walton's, through Division, Intellectual, through twenty-nine sections.

Geography.—Through Warren's Primary.

Spelling.—One hundred and thirty-four lessons.

GRAMMAR SCHOOL.

ASSISTANT'S CLASSES.

Reading.—Hillard's Intermediate, finished selection in fifth.

Arithmetic.—Walton's, through Compound Numbers.

Grammar.—Greene's, to Syntax ; Intellectual, finished.

Geography.—Warren's Common School, commenced.

Spelling.—To lesson one hundred and seventy-eight.

PRINCIPAL'S CLASSES.

Reading.—Hillard's Fifth Reader.

Arithmetic.—Walton's, through Cube Root.

Geography.—Finished.

Spelling.—Selected spelling and definitions.

History.—Anderson's United States.

Grammar.—Greene's, finished.

The advanced class will pursue studies that may be prescribed for them by the Committee and Principal. It is their intention to introduce those studies that will be most useful to a majority of the class.

SCHEDULE OF SCHOOLS, 1870 — 71.

Schools.	No. of Pupils.	Teachers.	Salary.
Grammar,	116	{ P. C. Porter, A. M.,	\$1200
		{ Clara W. Woodbury,	450
Intermediate,	33	Harriet Blaney,	450
West End,	59	Mary E. Boynton,	450
Beach,	57	Ellen Ledyard,	450
Farms,	34	Clara Colcord,	400
Primary,	63	Marietta B Nowell,	400
	<hr/> 359		<hr/> \$3,800

STATISTICS OF SCHOOLS, 1869—70.

	TERM.	Grammar.	Intermediate.	West End.	Beach.	Farms.	Primary.	Total.
Whole number of Scholars.	Spring, . .	116	33	49	51	34	59	342
	Summer, .	95	30	50	49	30	54	314
	Fall, . . .	98	33	55	57	27	61	331
	Winter, . .	85	32	59	54	26	63	319
Average attendance of Scholars.	Spring, . .	101	26	42	42	21	52	284
	Summer, .	72	22	42	38	24	46	244
	Fall, . . .	78	27	48	44	22	57	276
	Winter, . .	85	25	52	46	21	57	286
Percentage of attendance of Scholars.	Spring, . .	.89	.87	.86	.83	.69	.88	.84
	Summer, .	.88	.73	.84	.28	.70	.86	.80
	Fall,80	.81	.77	.78	.81	.93	.82
	Winter, . .	.90	.77	.88	.86	.80	.94	.86
Over 15 years of age,		27						

REGULATIONS OF THE PUBLIC SCHOOLS.

Regulations common to all the Public Schools, under the immediate superintendence of the School Committee.

SECT. 1. The teachers will be at their school-rooms fifteen minutes, and in stormy or cold weather, twenty minutes before school time.

SECT. 2, The school hours will be, from the first Monday in April to the first Monday in November, for the morning, from half-past eight to twelve o'clock; and for the afternoon, from half-past one to four o'clock; and from the first Monday in November to the first Monday in April, for the morning, from nine to twelve o'clock, and for the afternoon, from half-past one to half-past four o'clock.

SECT. 3. They are not to dismiss their schools, or change the school hours, except by permission of the Committee, nor must any recess exceed fifteen minutes.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. For every absence the scholar shall bring a written excuse from parent or guardian, and the teacher shall ascertain whether the absence was really necessary or not; if not, the teacher shall make a record of the absence. If any scholar shall be thus absent unnecessarily three times in any term, then the teacher shall give notice in writing or personally to the parent or guardian that such absence twice more will expel the scholar from school. If, disregarding this, the scholar is absent five times in one term, he or she shall be expelled from the school, and shall not be again admitted until the parent or guardian shall obtain from the Committee a written permit.

SECT. 6. A written excuse must also be brought by each pupil for tardiness, or dismissal before the appointed hours for leaving; and tardiness beyond five minutes shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half day, for every school; and for every primary school there may be an extra recess each half day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continual disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the Committee, who alone shall have power to expel from the privileges of the school, and to readmit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another without previous consent of the Committee.

SECT. 10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the Committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools nor any text-books used or introduced, except those authorized by the Committee.

SECT. 13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that

this register be kept at the school-room, for inspection of the Committee.

SECT. 14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town agent, specifying the name of the book required, the child's name, and the parent's or guardian's name.

SECT. 15. No subscription or advertisement shall be introduced into any public school without the consent of the Committee.

SECT. 16. Scholars are not to be admitted to any public school, without a certificate from some member of the School Committee.

SECT. 17. Any damage done to the school-house, grounds or premises, must be paid for by the parent or guardian of the child or children doing it. The "General Statutes of Massachusetts" enact, that all such wilful and wanton damages shall be punished "by a fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year."

SECT. 18. Scholars are not to be admitted into the schools until five years of age, nor until vaccinated.

SECT. 19. The above rules are to be *strictly observed*.

TEACHERS APPOINTED.

Vacancies shall be filled as soon as may be after the resignation of any teacher or teachers, but the annual re-election of all the teachers shall occur during the month of March, and their salaries be fixed.

Teachers will be required to give two weeks notice of intended resignation, otherwise be liable to a deduction of pay for the time less than that; and the Committee will be subject to the same regulation.

The School Registers shall be kept in correct order, and be

delivered, at the close of each term, to the Committee, before any bill for services will be approved.

Annual examinations of the public schools shall take place in the month of February.

J. H. CROSMAN, *Secretary*.

CALENDAR.

SPRING TERM.—Commences Monday, March 6th, and ends Friday, May 19th.

SUMMER TERM.—Commences Monday, June 5th, and ends Friday, July 28th.

FALL TERM.—Commences Monday, September 4th, and ends Friday, November 24th.

WINTER TERM.—Commences Monday, December 4th, and ends Friday, February 23, 1872.

HOLIDAYS.

The following holidays will be allowed, viz.:—Saturdays, Days of Public Fasting, Fourth of July, Thanksgiving Day, Christmas Day, New Year's Day, Twenty-Second of February, and May Day, and one day (to be determined by a majority vote of the teachers) to attend The Essex County Teacher's Convention. And no change in the regular days of keeping school is to be made, without previous consultation with the Committee of the school.

SCHOOL BOOKS.

Reading.—Bible; Hillard's Readers.

Mathematics.—Walton's Written, Intellectual, and Primary; Arithmetic; Greenleaf's Algebra.

Writing.—Payson, Dunton, and Scribner's Penmanship and Book-keeping.

Geography.—Warren's Common School; Warren's Primary; Hill's Our World.

History.—Anderson's School History.

Grammar.—Greene's.

Natural Philosophy.—Rolfe and Gillet's Elements.

Physiology.—Cutter's Elements.

Geometry.—Davis's.

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